

Introduction: The chart below outlines the content of the grade-by-grade, month-by-month structure of this curriculum guide.

Grade:	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
August/September	Content standards indicate what all students should know, understand, and be able to do. Individual Library-Information Literacy Standards 1-5 are emphasized on a month-by-month, grade-by-grade basis.	Benchmarks define our expectations for students' knowledge and skills along a developmental continuum in each content area. That continuum is focused at three points – the end of grade 4, the end of grade 8, and upon graduation (grade 12). The Essential Learning Expectations are specific statements of what all students should know and be able to do at a grade level. They describe a learning progression leading to a Benchmark. Terms in the Vocabulary column represent the words and ideas that a teacher and/or student should understand in relation to the ideas contained in the benchmarks and ELE statements. For Information Literacy/Library Media Content Standards 1, 2, and 3 the terms "plan," "do," and "review" refer to the Super3™ steps. Beginning in Grade 3, the Big6™ steps are introduced in the Vocabulary column. Visit www.big6.com for resources			Suggested assessment strategies will appear in each grade level and month table. Comprehensive systems of assessment, formative to summative, include formal and informal assessment as well as student generated evidence of learning.	Suggested reporting tools and approaches will appear in each grade level and month table.
October						
November						
December						
January						
February						
March						
April						
May/June						

Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices

Each Information Literacy/Library Media Standard is correlated to the College and Career Readiness Anchor Standards for English Language Arts and the Mathematical practices

Performance Rubrics

The rubrics contained in this framework establish a set of criteria describing students' performance, along a continuum from novice to advanced, that define how well they apply the knowledge and skills contained in the Essential Learning Expectations (ELE). In order to use these generic, analytical rubrics the teacher-librarian or classroom teacher must revise and customize them for specific tasks and assignments. Performance levels define the achievement in broad, general terms and address the question: "How well does a student apply the skills and processes expressed in the standards?" Novice level denotes that the student is beginning to attain the prerequisite knowledge and skills that are fundamental for work at each benchmark. Nearing Proficiency denotes that the student has partial mastery or prerequisite knowledge and skills fundamental for proficient work at each benchmark. "Proficient" denotes solid academic performance for each benchmark. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter. "Advanced" denotes superior performance.

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
August/September	Overview: Standards 1-5		n/a		Pre-test and formative assessments	assignment grades feedback forms self-assessments test reports

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
October	Standard 1: Students must identify the task and determine the resources needed.	Benchmark 1, Upon Graduation: Define the problem. Benchmark 2, End of Grade 12: Determine the nature and extent of information needed. Benchmark 3, End of Grade 12: Evaluate and select appropriate resources.	1.A. develop and refine a range of questions 1.B. formulate and authenticate keywords within the problem 1.C. assess whether the topic is too narrow/broad and adjust accordingly 1.D. interpret prior and background knowledge 1.E. appraise depth or complexity of the problem 2.A. compile a list of possible resources (e.g., intralocal, interlocal) 2.B. implement essential questions which go beyond facts (probing questions) into the problem 3.A. interpret information for relevance, appropriateness, detail, currency, authority and bias 3.B. compare and contrast all selected topic-related resources 3.C. incorporate primary and/or secondary sources appropriately 3.D. reevaluate the problems and resources, refine if needed 3.E. select appropriate resources to solve the problem	Benchmark 1, authenticate. Benchmark 2, intralocal, interlocal, probing questions, task definition. Benchmark 3, RADCAB (relevance, appropriateness, detail, currency, authority and bias) primary/secondary sources, location and access	Formative	assignment grades feedback forms self-assessments

Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices

English Language Arts/Literacy	Mathematical Practices
<p><u>Grade Level Standards for Writing</u> Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><u>Grade Level Standards for Speaking and Listening</u> Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. 1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. 1b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. 1c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. 1d. Respond thoughtfully to diverse perspectives, with specific attention to culture; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p><u>Mathematical Practices</u> 1. Makes sense of problems and persevere in solving them. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics.</p>

English Language Arts/Literacy	Mathematical Practices
<p>2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, including culturally diverse contexts, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	

Standard 1 Performance Rubrics

Criteria (Benchmark)	Novice	Nearing Proficiency	Proficient	Advanced
1. Define the problem.	<p>A. develop some questions</p> <p>B. formulate some keywords and phrases which may or may not be related to the problem</p> <p>C. struggles to recognize whether the topic is too narrow/broad</p> <p>D. have limited prior and background knowledge to interpret the problem</p> <p>E. struggle to judge the problem</p>	<p>A. develop a range of questions</p> <p>B. formulate keywords and phrases related to the problem</p> <p>C. sometimes recognize whether the topic is too narrow/broad and may or may not adjust accordingly</p> <p>D. sometimes use prior and background knowledge to judge the problem</p> <p>E. struggle to judge depth or complexity of the problem</p>	<p>A. develop and refine a range of questions</p> <p>B. formulate and authenticate keywords</p> <p>C. assess whether the topic is too narrow/broad and adjust accordingly</p> <p>D. interpret prior and background knowledge</p> <p>E. judge depth or complexity of the problem</p>	<p>A. develop and refine a range of sophisticated questions</p> <p>B. formulate and authenticate keywords and phrases related to the problem</p> <p>C. assess and reflect on whether the topic is too narrow/broad and adjust accordingly</p> <p>D. intuitively interprets and incorporates prior and background knowledge</p> <p>E. judge the depth or complexity of the problem and readjust accordingly</p>
2. Determine the nature and extent of information needed.	<p>A. identify possible resources with limited success</p> <p>B. struggle to create essential questions related to the problem</p>	<p>A. identify limited range of possible resources</p> <p>B. create vague essential questions related to the problem</p>	<p>A. compile a list of possible resources</p> <p>B. implement essential questions which go beyond facts into the problem</p>	<p>A. compile an extensive varied list of possible resources</p> <p>B. create unique essential questions related to the problem</p>
3. Evaluate and select appropriate resources.	<p>A. struggle to recognize relevance, appropriateness, detail, currency, authority and bias in a resource</p> <p>B. struggle to compare and contrast any topic-related resource</p> <p>C. struggle to incorporate appropriate primary and/or secondary sources</p> <p>D. reevaluate the problems and resources, refine with limited success</p> <p>E. select minimal resources</p>	<p>A. sometimes recognize relevance, appropriateness, detail, currency, authority or bias in a resource</p> <p>B. compare and contrast some topic-related resources</p> <p>C. incorporate appropriate primary and/or secondary sources inconsistently</p> <p>D. sometimes reevaluate the problems and resources, refine if needed</p> <p>E. select some resources to solve the problem</p>	<p>A. interpret information for relevance, appropriateness, detail, currency, authority and bias</p> <p>B. compare and contrast all selected topic-related resources</p> <p>C. incorporate primary and/or secondary sources</p> <p>D. reevaluate the problems and resources, refine if needed</p> <p>E. select appropriate resources to solve the problem</p>	<p>A. anticipate applicability of resources for relevance, appropriateness, detail, currency, authority and bias</p> <p>B. discriminate usefulness of all selected topic-related resources</p> <p>C. creatively incorporate appropriate primary and/or secondary sources</p> <p>D. effectively reevaluate/ refine the problems and resources</p> <p>E. creatively select unique resources to solve the problem</p>

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
November	Standard 2: Students will locate sources, use information and present findings.	Benchmark 1, Upon Graduation: Locate multiple resources using a variety of search tools. Benchmark 2, Upon Graduation: Evaluate resources. Benchmark 3, Upon Graduation: Locate information within a wide variety of resources. Benchmark 4, Upon Graduation: Extract information from a wide variety of resources needed to solve the problem. Benchmark 5, Upon Graduation: Organize and manage information from a wide variety of sources to solve the problem. Benchmark 6, Upon Graduation: Create and defend a product that presents findings.	1.A. utilize library facility 1.B. access and search available print and nonprint material including the library catalog (using advanced searches) 1.C. access and search available digital resources 1.D. use subscription databases and free Web resources 1.E. narrow search results independently using limiters within a digital search 1.F. perform advanced searches within digital resources (e.g., Web pages, digital collections, search engines, databases) 2.A. evaluate resource for accuracy, relevance, authority, detail, currency, bias 2.B. evaluate and differentiate the domain within the URL 3.A. sort within digital databases (e.g., relevance, date, publication, author) 3.B. use keywords to locate and cross-reference information to match the task (e.g., index, table of contents, glossary) 3.C. identify and include divergent perspectives during information gathering 3.D. document location of information within resources 4.A. read, view and listen to make inferences 4.B. gather information relevant to the formulated questions 4.C. summarize, paraphrase and/or directly quote facts and details relevant to the question (e.g., note taking) 4.D. cite each source 4.E. assess information extracted to solve the problem 5.A. sort and categorize gathered information (e.g., graphic organizers, note cards, outline) 5.B. review and refine the gathered information 6.A. choose the appropriate medium for presentation based on audience (e.g., oral, written, or digital) 6.B. create original product 6.C. evaluate the process, refine if needed 6.D. present and defend the product	Benchmark 1, free Web resources, limiters/advanced search (e.g., Boolean, quotations, etc.), database, search engines, location and access. Benchmark 2, domain, URL, evaluative criteria, information seeking strategies. Benchmark 3, cross-reference (e.g., see and see-also, related terms, related subjects), divergent perspectives, use of information. Benchmark 4, inference, paraphrase, use of information. Benchmark 5, graphic organizers, note cards, outline, synthesis Benchmark 6, synthesis	Formative	assignment grades feedback forms self-assessments

Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices

English Language Arts/Literacy	Mathematical Practices
<p>Grade Level Standards for Reading</p> <p>Key Ideas and Details</p> <p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, cultures, or events interact and develop over the course of the text.</p> <p>Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10; how the use of "sovereignty" in official documents impacts legal and political relationship).</p> <p>5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>8. Delineate and evaluate the reasoning in seminal U.S. texts including those that dealt with American Indians, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses, American Indian policies).</p> <p>9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, Lincoln's Second Inaugural Address, American Indian treaties, and Iroquois Confederacy) for their themes, purposes, and rhetorical features.</p>	<p>1. Makes sense of problems and persevere in solving them.</p> <p>2. Reason abstractly and quantitatively.</p> <p>3. Construct viable arguments and critique the reasoning of others.</p> <p>5. Use appropriate tools strategically.</p> <p>6. Attend to precision.</p>

English Language Arts/Literacy	Mathematical Practices
<p><u>Grade Level Standards for Writing</u></p> <p>Text Types and Purposes</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, including culturally diverse topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>1e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>2a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>2c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>2e. Establish and maintain a formal style and objective</p>	

English Language Arts/Literacy	Mathematical Practices
<p>tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>3a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>Research to Build and Present Knowledge</p> <p>9. Draw evidence from literary or informational texts, including those by and about American Indians, to support analysis, reflection, and research.</p> <p>9a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>9b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in</p>	

English Language Arts/Literacy	Mathematical Practices
<p>works of public advocacy [e.g., The Federalist, presidential addresses, American Indian Policies]”).</p> <p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>Grade Level Standards for Speaking and Listening Comprehension and Collaboration</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>1b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>1c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>1d. Respond thoughtfully to diverse perspectives, with specific attention to culture; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are</p>	

English Language Arts/Literacy	Mathematical Practices
<p>appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 for specific expectations.)</p>	

Standard 2 Performance Rubrics

Criteria (Benchmark)	Novice	Nearing Proficiency	Proficient	Advanced
1. Locate multiple resources using a variety of search tools.	<p>A. rarely utilize library/media facility appropriately</p> <p>B. access and search available print and nonprint material including the library catalog with limited success</p> <p>C. access and search available digital resources with limited success</p> <p>D. use subscription databases and free Web resources with limited success</p> <p>E. rarely narrow search results using limiters within a digital search</p> <p>F. rarely perform advanced searches within digital resources</p>	<p>A. occasionally utilize library/media facility appropriately</p> <p>B. access and search available print and nonprint material including the library catalog with some success.</p> <p>C. access and search available digital resources with some success</p> <p>D. use subscription databases and free Web resources with some success</p> <p>E. occasionally narrow search results independently using limiters within a digital search</p> <p>F. perform advanced searches within digital resources with some success</p>	<p>A. utilize library/media facility</p> <p>B. access and search available print and nonprint material including the library catalog</p> <p>C. access and search available digital resources</p> <p>D. use subscription databases and free Web resources</p> <p>E. narrow search results independently using limiters within a digital search</p> <p>F. perform advanced searches within digital resources</p>	<p>A. consistently utilize library/media facility and other community resources</p> <p>B. consistently access and search available print and nonprint material including the library catalog</p> <p>C. consistently access and search a variety of digital resources</p> <p>D. creatively use subscription databases and free Web resources</p> <p>E. consistently narrow search results independently using limiters within a digital search</p> <p>F. consistently perform advanced searches within digital resources</p>
2. Evaluate resources.	<p>A. rarely evaluate resource for accuracy, relevance, authority, detail, currency, bias</p> <p>B. rarely evaluate and differentiate the domain within the url</p>	<p>A. occasionally evaluate resource for accuracy, relevance, authority, detail, currency, bias</p> <p>B. occasionally evaluate and differentiate the domain within the url</p>	<p>A. evaluate resource for accuracy, relevance, authority, detail, currency, bias</p> <p>B. evaluate and differentiate the domain within the url</p>	<p>A. evaluate resource for accuracy, relevance, authority, detail, currency, bias for unique application</p> <p>B. evaluate and differentiate the domain within the url for unique application</p>
3. Locate information within a wide variety of resources.	<p>A. fail to sort within digital databases</p> <p>B. use keywords to locate and cross-reference information to match the task with limited success</p> <p>C. rarely identify and include divergent perspectives during information gathering</p> <p>D. rarely document location of information within resources</p>	<p>A. inconsistently sort within digital databases</p> <p>B. use keywords to locate and cross-reference information to match the task with some success</p> <p>C. identify and include divergent perspectives during information gathering with guidance</p> <p>D. inconsistently record location of information within resources</p>	<p>A. sort within digital databases</p> <p>B. use keywords to locate and cross-reference information to match the task</p> <p>C. identify and include divergent perspectives during information gathering</p> <p>D. document location of information within resources</p>	<p>A. use a variety of sort techniques within digital databases</p> <p>B. use keywords and other strategies to locate and cross-reference information to match the task.</p> <p>C. identify with and incorporate divergent perspectives during information gathering</p> <p>D. extensively document location of information within resources</p>

Criteria (Benchmark)	Novice	Nearing Proficiency	Proficient	Advanced
4. Extract information from a wide variety of resources needed to solve the problem.	A. inconsistently make inferences from what is read, viewed or heard B. gather limited information not necessarily relevant to the formulated questions C. inconsistently summarize, paraphrase and/or directly quote facts and details relevant to the question D. rarely cite sources E. fail to assess information extracted to solve the problem	A. consistently make inferences from what is read, viewed or heard B. gather limited information relevant to the formulated questions C. occasionally summarize, paraphrase and/or directly quote facts and details relevant to the question D. cite some sources E. inconsistently assess information extracted to solve the problem	A. read, view and listen to make inferences B. gather information relevant to the formulated questions C. summarize, paraphrase and/or directly quote facts and details relevant to the question D. cite each source E. assess information extracted to solve the problem	A. formulate in-depth inferences from what is read, viewed or heard B. amass information directly relevant to the formulated questions C. consistently summarize, paraphrase and/or directly quote facts and details directly relevant to the question D. accurately cite each source E. assess information extracted to creatively solve the problem
5. Organize and manage information from a wide variety of sources to solve the problem.	A. ineffectively sort and categorize gathered information B. fail to review and refine the gathered information	A. sort and categorize gathered information with some inconsistencies B. inconsistently review and refine the gathered information	A. sort and categorize gathered information B. review and refine the gathered information	A. sort, categorize, prioritize and repurpose gathered information B. continually review and refine the gathered information
6. Create and defend a product that presents findings.	A. choose the medium for presentation regardless of audience B. create original product to meet minimal task requirements C. limited knowledge of the process D. present and defend the product	A. choose the appropriate medium for presentation with some consideration for audience B. create original product to meet most task requirements C. evaluate the process, refine with guidance D. present and partially defend the product	A. choose the appropriate medium for presentation based on audience B. create original product C. evaluate the process, refine if needed D. present and defend the product	A. choose a unique medium for presentation anticipating the reaction of the audience B. create high-quality original product C. constantly evaluate and refine the process D. present and defend a quality product

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
December	Standard 3: Students will evaluate the product and learning process.	Benchmark 1, Upon Graduation: Assess the quality and effectiveness of the product. Benchmark 2, Upon Graduation: Evaluate the process in order to revise strategies.	1.A. self-assess the product 1.B. compare self-assessment to teacher and peer evaluations (e.g., rubrics, wikis, blogs, class discussion) 1.C. consider revision, editing, rewriting based on assessments (self, peer, teacher) 2.A. judge the strengths and weaknesses of the process 2.B. evaluate time management throughout the process 2.C. reflect on the process to make improvements	Benchmark 1, rubrics, wikis, blogs, evaluation Benchmark 2, time management, evaluation	Formative	assignment grades feedback forms self-assessments

Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices

English Language Arts/Literacy	Mathematical Practices
<p><u>Grade Level Standards for Writing</u></p> <p>Production and Distribution of Writing</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)</p> <p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><u>Grade Level Standards for Speaking and Listening</u></p> <p>Comprehension and Collaboration</p> <p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, including culturally diverse contexts, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<p>1. Makes sense of problems and persevere in solving them.</p> <p>8. Look for and express regularity in repeated reasoning.</p>

Standard 3 Performance Rubrics

Criteria (Benchmark)	Novice	Nearing Proficiency	Proficient	Advanced
1. Assess the quality and effectiveness of the product.	A. be unlikely to self-assess the product accurately B. be unlikely to compare self-assessment to teacher and peer evaluations C. be unlikely to revise, edit, rewrite	A. be likely to self-assess the product accurately B. compare self-assessment to teacher and peer evaluations with guidance C. be likely to revise, edit, or rewrite based on assessments	A. self-assess the product B. compare self-assessment to teacher and peer evaluations C. consider revision, editing, rewriting based on assessments	A. accurately self-assess the product B. engage in a detailed comparison between self-assessment and teacher and peer evaluations C. consider revision, editing, rewriting based on assessments
2. Evaluate the process in order to revise strategies.	A. be unlikely to accurately judge the strengths and weaknesses of the process B. be unlikely to evaluate time management throughout the process C. struggle to reflect on the process to make improvements	A. be likely to judge the strengths and weaknesses of the process with guidance B. evaluate time management throughout the process C. inconsistently reflect on the process to make improvements	A. judge the strengths and weaknesses of the process B. evaluate time management throughout the process C. reflect on the process to make improvements	A. critically evaluate the strengths and weaknesses of the process B. consistently evaluate and refine time management throughout the process C. consistently reflect on the process to make improvements

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
January	Review and Assessment				Interim: TRAILS	TRAILS report

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
February and March	Standard 4: Students will use information safely, ethically and legally.	Benchmark 1, Upon Graduation: Legally obtain, store and disseminate text, data, images or sounds. Benchmark 2, Upon Graduation: Follow copyright laws and fair use guidelines when using the intellectual property of others. Benchmark 3, Upon Graduation: Participate and collaborate in intellectual and social networks following safe and accepted practices.	1.A. respect intellectual property 1.B. adhere to acceptable use policies (e.g., technology/media, loan policies) 1.C. use the Internet safely and ethically 1.D. use and manipulate information and technology responsibly 2.A. use summarizing, paraphrasing and direct quotes correctly 2.B. use in-text citation (e.g., parenthetical citation) correctly 2.C. produce components for a citation source (e.g., MLA, APA) 2.D. credit the intellectual property of others (e.g., video, music, Web site, audio, digital, artwork, photography, interview, presentations) 2.E. adhere to copyright laws (e.g., fair use, creative commons, plagiarism, public domain) 3.A. exhibit responsible digital citizenship 3.B. participate in social networks appropriately (e.g., blogs, wikis, Web 2.0, face to face, blended learning)	Benchmark 1, acceptable use policy (district specified), netiquette, location and access, use of information Benchmark 2, citation, parenthetical citation, intellectual property, fair use, creative commons, plagiarism, public domain, task definition, synthesis Benchmark 3, digital citizenship, blended learning, Web 2.0, face to face, task definition, use of information, synthesis	Formative	assignment grades feedback forms self-assessments

Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices

English Language Arts/Literacy	Mathematical Practices
<p><u>Grade Level Standards for Writing</u></p> <p>Text Types and Purposes</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, including culturally diverse topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>1e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>2a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>2c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy</p>	<p>1. Makes sense of problems and persevere in solving them.</p> <p>2. Reason abstractly and quantitatively.</p> <p>3. Construct viable arguments and critique the reasoning of others.</p> <p>4. Model with mathematics</p> <p>5. Use appropriate tools strategically.</p> <p>6. Attend to precision.</p>

English Language Arts/Literacy	Mathematical Practices
<p>to manage the complexity of the topic.</p> <p>2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>3a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>Research to Build and Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and</p>	

English Language Arts/Literacy	Mathematical Practices
<p>limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>Research to Build and Present Knowledge</p> <p>9. Draw evidence from literary or informational texts, including those by and about American Indians, to support analysis, reflection, and research.</p> <p>9a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>9b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses, American Indian Policies]”).</p>	

Standard 4 Performance Rubrics

Criteria (Benchmark)	Novice	Nearing Proficiency	Proficient	Advanced
1. Legally obtain, store and disseminate text, data, images or sounds.	A. respect intellectual property in limited instances B. adhere to acceptable use policies in limited instances C. use the Internet safely and ethically in limited instances D. use and manipulate information and technology responsibly in limited instances	A. respect intellectual property in most instances B. adheres to acceptable use policies in most instances C. use the Internet safely and ethically in most instances D. use and manipulate information and technology responsibly in most instances	A. respect intellectual property B. adhere to acceptable use policies C. use the Internet safely and ethically D. use and manipulate information and technology responsibly	A. appreciate and respect intellectual property B. respect and adhere to acceptable use policies C. consistently use the Internet safely and ethically D. creatively use and manipulate information and technology responsibly
2. Follow copyright laws and fair use guidelines when using the intellectual property of others.	A. use summarizing, paraphrasing and direct quotes inconsistently B. rarely use in-text citation C. rarely produce components for a citation source D. rarely credit the intellectual property of others E. apply copyright laws in limited instances	A. use summarizing, paraphrasing and direct quotes B. use in-text citation likely to produce components for a citation source C. usually credit the intellectual property of others D. adhere to copyright laws when it is spelled out for them	A. use summarizing, paraphrasing and direct quotes correctly use in-text citation correctly B. produce components for a citation source C. credit the intellectual property of others D. adhere to copyright laws	A. consistently use summarizing, paraphrasing and direct quotes correctly B. consistently use in-text citation consistently and accurately produce components for a citation source C. credit and appreciate the intellectual property of others D. understand and adhere to copyright laws
3. Participate and collaborate in intellectual and social networks following safe and accepted practices.	A. exhibit responsible digital citizenship in limited instances B. participate in social networks appropriately in limited instances	A. understand and exhibit some components of responsible digital citizenship B. usually participate in social networks appropriately	A. exhibit responsible digital citizenship B. participate in social networks appropriately	A. exhibit exemplary digital citizenship B. appropriately participate in social networks and understand the ramifications of inappropriate social networking.

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
April	Standard 5: Students must pursue personal interests through literature and other creative expressions.	Benchmark 1, Upon Graduation: Use and critique a variety of print and digital formats for pleasure and personal growth. Benchmark 2, Upon Graduation: Use and critique a variety of genres for pleasure and personal growth. Benchmark 3, Upon Graduation: Evaluate multiple resources and other creative expressions from diverse cultures, including Montana American Indians. Benchmark 4, Upon Graduation: Access and use resources and information from all types of information environments to pursue personal and creative interests.	1.A. explore a variety of formats based on personal interest 1.B. compare and contrast different formats (e.g., audio, digital, fiction, nonfiction) 2.A. self select and critique literature in different genres 3.A. select a variety of materials representing diverse cultures and viewpoints, including Montana American Indians 3.B. recognize and acknowledge cultural impact upon creative expression (e.g., art, tradition, religion, language) 3.C. compare and contrast examples of diversity in cultural expression 3.D. evaluate selected materials for cultural bias and authenticity 4.A. explore and discuss intellectual freedom (e.g., banned books, propaganda, challenged books) 4.B. access resources beyond the school library (e.g., online, digital, other libraries, interlibrary loan services, museums)	Benchmark 1, task definition, use of information, synthesis Benchmark 2, genre, task definition, use of information , synthesis. Benchmark 3, creative expression, cultural expression, cultural bias, authenticity, location and access, use of information. Benchmark 4, intellectual freedom, propaganda, banned books, challenged books, Interlibrary loan (ILL), information seeking strategies, location and access, use of information, synthesis	Formative	assignment grades feedback forms self-assessments

Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices

English Language Arts/Literacy	Mathematical Practices
<p><u>Grade Level Standards for Reading</u></p> <p>Craft and Structure</p> <p>6. Determine an author’s point of view or purpose in a text, including texts by and about Montana American Indians, in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p><u>Range of Reading and Level of Text Complexity</u></p> <p>10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p> <p><u>Grade Level Standards for Writing</u></p> <p>Text Types and Purposes</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, including culturally diverse topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>1e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>2a. Introduce a topic; organize complex ideas, concepts,</p>	<p>1. Makes sense of problems and persevere in solving them.</p> <p>2. Reason abstractly and quantitatively.</p> <p>3. Construct viable arguments and critique the reasoning of others.</p> <p>4. Model with mathematics</p> <p>5. Use appropriate tools strategically.</p> <p>6. Attend to precision.</p>

English Language Arts/Literacy	Mathematical Practices
<p>and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>2c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>3a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific</p>	

English Language Arts/Literacy	Mathematical Practices
<p>expectations for writing types are defined in standards 1-3 above.).</p> <p>Research to Build and Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>9. Draw evidence from literary or informational texts, including those by and about American Indians, to support analysis, reflection, and research.</p> <p>9a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>9b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses, American Indian Policies]”).</p> <p><u>Grade Level Standards for Speaking and Listening Comprehension and Collaboration</u></p> <p>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, including culturally diverse contexts, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	

Standard 5 Performance Rubrics

Criteria (Benchmark)	Novice	Nearing Proficiency	Proficient	Advanced
1. Use and critique a variety of print and digital formats for pleasure and personal growth.	A. rarely use varied formats based on personal interest B. compare and contrast different formats with guidance	A. explore a variety of formats based on personal interest with guidance B. likely to compare and contrast different formats	A. explore a variety of formats based on personal interest B. compare and contrast different formats	A. explore a diverse variety of formats based on personal interest B. compare and contrast different formats with a high level of sophistication
2. Use and critique a variety of genres for pleasure and personal growth.	A. struggle to select and critique literature in different genres	A. select and critique literature in different genres	A. self-select and critique literature in different genres	A. select a variety of materials representing diverse cultures and viewpoints, including Montana American Indians
3. Evaluate multiple resources and other creative expressions from diverse cultures, including Montana American Indians.	A. select a limited variety of materials representing diverse cultures and viewpoints, including Montana American Indians B. struggle to recognize and acknowledge cultural impact upon creative expression C. struggle to compare and contrast examples of diversity in cultural expression D. struggle to evaluate selected materials for cultural perspective and authenticity	A. select an increasing variety of materials representing diverse cultures and viewpoints, including Montana American Indians B. sometimes recognize and acknowledge cultural impact upon creative expression C. sometimes compare and contrast examples of diversity in cultural expression D. sometimes evaluate selected materials for cultural perspective and authenticity	A. select a variety of materials representing diverse cultures and viewpoints, including Montana American Indians B. recognize and acknowledge cultural impact upon creative expression C. compare and contrast examples of diversity in cultural expression D. evaluate selected materials for cultural perspective and authenticity	A. select a rich variety of materials representing diverse cultures and viewpoints including Montana American Indians B. automatically recognize and acknowledge cultural impact upon creative expression C. compare and contrast examples of diversity in cultural expression with insight D. automatically evaluate selected materials for cultural perspective and authenticity
4. Access and use resources and information from all types of information environments to pursue personal and creative interests	A. discuss intellectual freedom with limited perspective B. infrequently access resources beyond the school library	A. explore and discuss intellectual freedom with limited perspective B. sometimes access resources beyond the school library	A. explore and discuss intellectual freedom B. access resources beyond the school library	A. appreciate and discuss intellectual freedom with depth B. discriminately access a rich variety of resources beyond the school library

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
May/June	Culminating Projects and Assessment				Summative: TRAILS	TRAILS report

Indian Education for All Resources

In addition to providing alignment to the Montana Common Core Standards for Mathematical Practices and the English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, this guide provides a list of suggested Indian Education for All resources. The lists are not exhaustive or complete, but they suggest rich information and context for students to build awareness of the [Essential Understandings Regarding Montana Indians](#) and make connections to Montana's cultural heritage. Complete lists of materials provided to schools by the OPI Indian Education Division can be found on the OPI Web site at:

http://www.opi.mt.gov/Programs/IndianEd/IEFAResources.html#gpm1_2.